Cleveland

CITY SCHOOLS

Educate.Innovate.Elevate.

Re-Entry and Reopening Guide

2020-2021 School Year

TABLE OF CONTENTS

Dear Cleveland City Schools Families and Employees,

The Cleveland City Schools Reopening Task Force has been diligent over the last few months preparing for the 2020-2021 school year. As we all know, this past school year was different than any of us could have imagined. However, our students, staff, and families came together to make sure it ended well and I was pleased with the efforts of all involved. As we move toward the beginning of the 2020-2021 school year, it is important to note that the options discussed in this handbook have been carefully crafted based on current research and advice from a variety of sources. Those sources include the Centers for Disease Control, the Tennessee Department of Health, the Tennessee Department of Education, and the Bradley County Health Department.

I am fully aware the decisions made by our administrative staff and school board may please some in the community and not others. However, the decisions we have made toward reopening have taken into account many considerations and input from our surveys as well as the latest information from our health agencies. Our aim is to find a way to educate our students while at the same time ensuring their safety as well as the safety of our employees. Please take the time to read the contents of this handbook to ensure you have a good understanding of our plan.

I look forward to welcoming back our students and employees in August and my hope is that we have a great year with few interruptions due to COVID-19 or any other issues. Thank you for trusting Cleveland City Schools with your children and I hope you have a wonderful remainder of the summer.

Sincerely,

Russell Dyer, Ed.D.

PROGRAMMING and SCHEDULES

Cleveland City Schools plans to reopen schools in a traditional, in-person format in August 2020. The district believes in face-to-face instruction and will implement several mitigation strategies to support a safe return to campus. An in-class and in-person school day is the preferred method of instruction; however, there may be a time where virus spread in a school or community prompts closure of a building or all buildings. In the case of building closures, the district will continue to provide online instruction/lessons through traditional, at-home education. Teachers and staff will work with students during the beginning of the school year on expectations of staying connected to classroom instruction if school buildings are closed for a period of time.

Traditional, In-Person
The district opens school with traditional, in-person classes for students to attend. Schools will cooperate with state and local public health officials to employ policies and procedures to prevent, identify, and mitigate the spread of COVID-19. Students will attend classes on a daily basis and will follow the Cleveland City Schools Academic Calendar.

Traditional, At-Home (Hybrid)
School/District Closure In the event that a school or the district closes due to the spread of infectious disease,Cleveland City Schools will continue coursework during the scheduled days of class according to the approved Cleveland City Schools Academic Calendar. For students with limited connectivity, materials can be provided based on need. **Individual** In the event that a student is not able to attend school in the traditional school building for a period of time (beyond 5 days), teachers will provide standards-based lessons in an online format. For students with limited connectivity, materials can be provided based on need. Absences resulting in less than a 5-day period, the school will follow traditional make-up work policies.

For students who may have a need for an alternative to the preferred option of a traditional setting, Cleveland City Schools will offer enrollment into the Virtual School of Cleveland. Students who enroll in this program must be prepared to remain enrolled in the program for the duration of the school year.

Virtual School
Students are enrolled in a full-time rigorous, comprehensive academic program known as the Virtual School of Cleveland. A Tennessee certified, Cleveland City Schools teacher will provide instruction using an online curriculum that can be self-paced by the learner. Enrollment is intended for motivated students who desire yearlong instruction within the home. The Virtual School Calendar will follow the Cleveland City Schools Academic Calendar. Student grades and attendance will be recorded by the virtual school teacher based on progress and presence throughout the school year. Virtual School students will need to use the Internet and transmit assignments electronically. Lessons will be delivered through asynchronous* learning methods. Synchronous** instructional supports will be facilitated by a Cleveland City Schools teacher. *Asynchronous learning: Students learn the same material at different times and locations (location independent) **Synchronous learning: Students learn at the same time and location using the same or similar activities.

Decision-Making, Factors to Consider

Below is a framework that will be used to help decision-making at the local level. The framework assesses virus spread within a community and outlines various instructional days, including traditional, in-person days and traditional, at-home days. This framework can be used to determine which pathway Cleveland City Schools selects for reopening, but can also be used for other decisions throughout the school year.

Cleveland CITY SCHOOLS

Please note that these are not static decisions. As health information in the City of Cleveland and Bradley County changes and as the school or district readiness changes, the decision-making may also adjust accordingly. Thus, all decisions based upon degree of community transmission of COVID-19 will be made in consultation with local, regional and/or state health departments. An individual school may need to close its building for a period of time because of a cluster of cases within one school.

LOW **VIRUS SPREAD** COUNTY ACTIVE CASES = < .25%	MINIMUM to MODERATE **VIRUS SPREAD** COUNTY ACTIVE CASES = .25-1%	SIGNIFICANT **VIRUS SPREAD** COUNTY ACTIVE CASES > 1%
Schools open in a **Traditional, In-Person Setting** and follow a regular schedule. ● Normal classroom/ schedule. ● CCS At-Home Learning (Hybrid) for specific students/families directly impacted by COVID-19. **Safety & Health Considerations** ● Reinforce good hygiene practices. ● Encourage social distancing practices, as needed. ● Strategic movement of students in the building, as needed. ● PPE (face covering) is required for staff when proximity to others is less than 6 feet, as needed.	Schools open in a **Traditional, In-Person Setting with mitigating strategies implemented.** ● Some modified classroom schedules. ● CCS At-Home Learning (Hybrid) for students/families directly impacted by COVID-19. **Safety & Health Considerations** . ● In addition to the Low Virus Spread strategies, implement temperature checks, provide time for hand washing and sanitizing often, and avoid close contact with others. ● Strategic or limited movement in the building. ● Limited gatherings beyond the regular school day.	District Buildings Closed with transition to **Traditional, At-Home Education.** ● No students in school buildings. ● CCS At-Home Learning (Hybrid) supports all students for instruction at home. **Safety & Health Considerations** ● No large gatherings. ● Face covering is required for all personnel in close-contact spaces.

Low virus spread is defined as no reported increases in the number of cases over the last 14 days. High virus spread is defined as high levels of community transition, including outbreaks or increases in cases.

Current Bradley County COVID-19 Statistics	
Bradley County Population: 108,110 (per U.S. Census estimates, 2019) Bradley County Active Cases: 334 % of Active Cases: .31%*	
*As of July 5, 2020	

Academic Calendar

Cleveland City Schools will follow a 180-day calendar for the 2020-2021 school year. Professional development and staff preparation days will occur at the beginning of the school year. The intent for these days is to provide staff members time to implement updated procedural and instructional protocols, to integrate technological instructional strategies, and to prepare to reconnect with students. Furthermore, the academic calendar includes a Reconnection Week where students will arrive back to classrooms for the first time since Spring Break 2020.

During Reconnection Week, students will come to school on one of four designated days. The Reconnection Days are scheduled for Monday, August 10th - Thursday, August 13th. The hours for these days will follow a regular school day. Students will receive curriculum resources for learning on the days they do not report to school during Reconnection Week.

Students in Cleveland City Schools will attend school on the designated Reconnection Day following the schedule listed below.

Monday, August 10: Students with family last name beginning with A-D
Tuesday, August 11: Students with family last name beginning with E-L
Wednesday, August. 12: Students with family last name beginning with M-Q
Thursday, August 13: Students with family last name beginning with R-Z
Friday, August 14: All students attend school on an abbreviated school day

The times for August 14th, the **abbreviated day** are:

ELEMENTARY SCHOOL: 8:15 - 11:20
MIDDLE SCHOOL: 7:50 - 10:40
HIGH SCHOOL: 7:30 - 11:50

Beginning Monday, August 17, 2020, the plan is for all students to follow a regular, in-person daily schedule. Cleveland City Schools will adjust school start and end times for the 2020-2021 school year to implement mitigation strategies.

ELEMENTARY SCHOOL

8:15 a.m. - 3:15 p.m.
Arrival: Doors will open to elementary schools at 7:45 a.m.
Dismissal: Car riders will begin dismissal at 2:45 p.m.; Bus riders will begin dismissal at 3:15 p.m.

MIDDLE SCHOOL

7:50 a.m. - 2:50 p.m.
Arrival: Doors will open to Cleveland Middle at 7:15 a.m.
Dismissal: Bus riders and 6th grade students will dismiss at 2:30 p.m. 7th and 8th grade student car riders/walkers will dismiss at 2:50 p.m.

HIGH SCHOOL

7:30 a.m. - 2:30 p.m.
Arrival: Doors will open to Cleveland High at 7:10 a.m.
Dismissal: Students will dismiss at 2:30 p.m. to buses and cars.

The goal for this updated schedule is to prepare students, staff, and families for a meaningful start to a new school year. As schools open back up, it will be important for students and staff members to find time to engage with one another in order to build a culture of expectations that will establish a positive and conducive learning environment throughout the year.

Cleveland CITY SCHOOLS

2020/2021
School Calendar

☐ Regular School Day

◨ Abbreviated Day
August 14, December 18, May 21

■ School-Level Sessions (AM) and District Virtual
Convocation (PM)
(All Staff attend sessions at local school/ No Classes)
July 27

■ Teacher In-Service (No Classes)
July 29, 30, 31 and January 4
July 24 – Self-Selection
(6 hours in lieu of this date)

■ Teacher Workday (No Classes)
July 28
(Two More Work Days at Teacher's Discretion and
documented with building administrator)

■ Parent Conferences (No Classes)
November 3 (12 noon – 7:00 p.m.)

■ Staff Development (No Classes)
August 3
August 4
August 5
August 6
August 7
November 23 (in lieu of Safe Schools Online)

■ Holiday (Schools and AOB Closed)

July 2 (Independence Day Holiday)
September 7 (Labor Day)
October 5-9 (Fall Break)
November 24-27 (Thanksgiving)
December 21-January 1 (Christmas/New Year)
January 18 (Martin Luther King Day)
February 15 (President's Day)
March 8-12 (Spring Break)
April 2 (Easter Break)
May 31 (Memorial Day)

Report of Progress Information Periods
Grading period 1: Aug 3 - Oct 2 (44 days)
Paper Reports issued: October 23
Grading period 2: Oct 12 - Dec 18 (45 days)
Paper Reports issued: January 15
Grading period 3: Jan 5 - Mar 5 (42 days)
Paper Reports issued: March 26
Grading Period 4: Mar 15 - May 21 (49 days)
Paper Reports issued: May 21

JULY 2020

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2020

Su	M	Tu	W	Th	F	Sa
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					21

SEPTEMBER 2020

Su	M	Tu	W	Th	F	Sa
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13	14	15	16	17	18	19
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27	28	29	30			
						21

OCTOBER 2020

Su	M	Tu	W	Th	F	Sa
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						17

NOVEMBER 2020

Su	M	Tu	W	Th	F	Sa
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					16

DECEMBER 2020

Su	M	Tu	W	Th	F	Sa
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		14

JANUARY 2021

Su	M	Tu	W	Th	F	Sa
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3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						18

FEBRUARY 2021

Su	M	Tu	W	Th	F	Sa
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28						19

MARCH 2021

Su	M	Tu	W	Th	F	Sa
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21	22	23	24	25	26	27
28	29	30	31			18

APRIL 2021

Su	M	Tu	W	Th	F	Sa
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	21

MAY 2021

Su	M	Tu	W	Th	F	Sa
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					15

JUNE 2021

Su	M	Tu	W	Th	F	Sa
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

COMMUNICATIONS

- Create a Back to School Video with protocols and re-opening procedures for the district to be communicated to stakeholders
- Visitors and vendors outside the system will need to be limited and will be subject to health-check protocols required for students and staff
- Communication of District Plan for School Year 2020- 2021 on social media, email and website
- Obtain BLADE stickers to distribute
- Create school closure protocols for all communications to stakeholders
- District-controlled online returning student registration notifications

HEALTH and STUDENT SERVICES

Cleveland City Schools' (CCS) Health and Student Services Department is charged with the responsibility of developing pandemic protocols and procedures and mitigation strategies to discourage the spread of COVID-19 within our school community. This effort promotes a safe and healthy environment while protecting the integrity of the educational experience and providing support for the "Whole Child". While we are making efforts to minimize the effects of this virus on our campuses, we can not guarantee a virus-free environment.

Health and Safety Protocols and Procedures

DO NOT report to any CCS facility if you are experiencing a fever or have COVID-19 signs/symptoms (s/s).

CCS Faculty and Staff

Screening Procedures

- Upon arrival, CCS Personnel shall report daily to the Principal Designee(s) for temperature screening.
- Each staff member is responsible for recording their individual temperature screening results and completing an entry checklist.
  - This completed Google form is time-stamped and should be recorded before reporting to classroom or office space.
  - Any temperature greater than 100.4° F indicates the individual should isolate and immediately contact the building level administrator.
  - Following up with a physician for appropriate screening is required.
- Staff shall remain aware of individual well-being throughout the day.
- Staff shall report to the school nurse other staff members and/or students whom they feel may be exhibiting s/s of COVID-19.
- Nurses may perform staff temperature screenings and/or evaluations at any time throughout the school day.
- Staff can refer to the Safe Return to School Guidance Document for information on a safe return time.

- Utilize hand washing station or hand sanitizer upon entry to the building.

Personal Protective Equipment (PPE)

- At minimum, a face covering must be worn when a distance of 6 feet cannot or will not be maintained.
  - Use painter's tape or other physical indicators to designate appropriate distance within the classroom and/or office.

CCS Students

Screening Procedures

- Students shall be screened daily at "Point of Entry" to CCS Facilities
  - Any temperature greater than 100.4° F indicates the individual shall be returned to parent/guardian and encouraged to follow-up with a medical provider.
- Students shall undergo a second screening midday, administered by the classroom teacher (i.e., before lunch dismissal).
- Nurses may perform student temperature screenings and/or evaluations at any time throughout the school day.
- Students who participate in after-school athletics or other activities shall be screened according to current guidelines outlined in Operating Plan for Activities/Sports
- Staff can refer to the Safe Return to School Guidance Document to plan for student's return to school.

Personal Protective Equipment (PPE)

- Appropriate face coverings are acceptable and strongly encouraged.
- CCS reserves the right to discontinue a student's use of PPE when not used appropriately.
  - This includes, but is not limited to, inappropriate content, harming themselves or others, or increasing the risk of spreading disease.
  - Per the TDOH guidance, students who continuously play with, suck on, or chew their face covering should be excused from wearing one, as should students who will not tolerate a face covering.
  - A report of any such action shall be filed and reported to the building level administrator.

Essential Visitors to CCS Facilities*

Entrance to CCS Facilities will be at the discretion of the building level Administrator and will be limited to only those who are essential for operations and student support.

Screening Procedures

- A temperature screening and a screening for COVID-19 s/s, will be administered if a visitor should need access to any part of the building other than the designated waiting area.
- Visitors will only be permitted to access areas that are essential for operations and student support.
- Each school shall designate a waiting area and/or procedure for visitors waiting for students and/or staff
  - The waiting area shall limit accessibility to facilities, as well as encourage proper social distancing.
  - Access can be denied if not in appropriate PPE.
- Tissues, sanitizer and trash receptacle shall be available for use at entrances.

Protective Personal Equipment (PPE)

- Appropriate face covering is required at all times inside CCS facilities.
  - Access shall be denied if not in compliance.
  - It is the responsibility of the visitor(s) to provide face covering.

Reporting/Tracking Procedures

- Schools are not expected to screen students or staff to identify cases of COVID-19.
  - *Contact tracing and exposure information will be gathered by the TDOH and communicated to the appropriate individuals and administrators, as required.*
- School Nurses shall create a "When to isolate and send students and staff home" flow chart for unlicensed staff and school administrators to follow if the school nurse is not present.
- School Nurses shall train unlicensed assistive personnel on the administration of the flow chart, proper temperature taking procedure, as well as the use of Personal Protective Equipment (PPE), including eye protection, gowns, gloves, and facemasks.
- Schools shall determine a referral and tracking system for sick students and staff.

- ○ The attendance officer and school nurse shall collaborate with one another to determine best practices.
- ○ Clear expectations shall be set and communicated to all stakeholders (i.e., parents, teachers, administrators, admin support) as to when a safe return to school would be permitted.
- ○ Designation shall be determined for submitting the appropriate documentation necessary for a return to school. This system should limit the exposure of anyone that might attempt to return prematurely.
- ● School Nurses will work with the local health department to report suspected and/or confirmed cases of COVID-19 within their respective school and assist with contact tracing as requested.

Health Services

Evaluate Nurses Clinic Access
- ○ Evaluate the current school nurse designated space and determine if there is an adjacent space for isolation.
  - ■ If an adjacent space is not available, consider moving the school nurse work area to another larger location with a separate adjacent space.
    - ● Consideration of ventilation such as windows and an outside door is preferable to reduce the spread of disease for isolated individuals exiting the building.
    - ● Computer, phone, internet, and restrooms with handwashing facilities are required in the school nurse designated space.
- ○ Clinic/holding space shall provide a 6 foot distance or physical barrier between the individual with s/s and the provider.
- ○ Determine if space allows minimal traffic flow through main traffic patterns.
- ○ Limit Traffic In Clinics

Establish Clinic Guidelines to Limit Traffic
- ○ Students shall report to the clinic for evaluation, daily medications, emergencies, etc.
- ○ Teachers can evaluate the temperature of students in the classroom.
- ○ If possible, call ahead to report and plan for the student's arrival in the clinic.
- ○ Adhere to the schedule of daily medication distribution.
- ○ Stock commonly used supplies (i.e., ice packs, band-aids, etc.) for easy access to classroom teachers.

Determine Guidelines for possible COVID-19 case

- ○ Create a Response Plan that includes:
  - ■ s/s of COVID-19 with indicators to seek emergency care.
  - ■ Location of PPE to mask the fever.
  - ■ Isolation plans until the ill can be picked up or dismissed.
  - ■ Contacting emergency contact to arrange pick up.
- ○ Develop System-Wide form letter for anyone presenting with fever (100.4*F)
  - ■ Communicate clear return to school criteria.
- ○ Plan for overflow of ill students.
- ○ Asymptomatic family members and/or close contacts can stay at school until notified otherwise.

Communication and Education
- ● Work closely with communication staff for the school/school system and local public health to share resources with the school community to help families understand when to keep children home.
  - ○ The resources could include information on COVID, but also should discuss issues such as stress/anxiety, abuse, self-care, cultural sensitivity/stigma, and community resources that may be needed during this time.
  - ○ Send regular updates to families on social media, email and other formats as available to school systems.
  - ○ Coordinate efforts with parent teacher associations and other groups.
- ● Work closely with communication staff for the school/school system to provide resources for mitigation education to be available and/or posted throughout buildings.
  - ○ Post CCS Facility Health Guidelines (example) and follow self-assessment for entering the facilities.
  - ○ Post handwashing procedures signs in all restrooms (CDC).
  - ○ Post s/s of COVID-19 throughout buildings.
  - ○ Collaborate with Communications to produce an educational flyer reporting mitigating strategies and general guidelines for parents and community members. Include interpretations for ESL students.
  - ○ Collaborate with Communications to produce a video for Parents, Students and Staff. Include interpretations for ESL students.

Telemedicine
- ● Telemedicine can be utilized at a parent's request to rule out strep and/or flu to determine if COVID-19 testing is appropriate.
- ● The Caremobile will be accessible in the community. COVID-19 testing will not be available on the bus.
- ● Both are available for staff use.

Strategies for Mitigation

Each facility should designate a "Mitigation Team" to review procedures associated with decreasing the spread of COVID-19. This team should evaluate compliance and offer suggestions to implement as many mitigating factors as possible while protecting the integrity of the educational experience and providing a safe and healthy school environment.

Physical Environment

- Designate specific entrance and exits for bus riders, car riders, walkers, student drivers, staff and visitors
- Designate a waiting area for essential visitors.
- Distinguish clear and separate entrance and exit routes (i.e., one-way doors).
- Use floor markings to indicate appropriate social distancing at typical areas of congregation (bathrooms, main office, car lines, bus lines, cafeteria, etc.).
- Determine staff and student reporting locations for arrival and dismissal.
- When appropriate, utilize outside pathways to travel to/from locations on campus.
- Large indoor/outdoor spaces (i.e., gym, theatre, playground, walking track, field, etc.) should be monitored by the building level administrator.
- Develop traffic patterns
  - Consider one-way hallways or establish lanes
  - Use outside pathways when possible
- Close water fountains
  - Encourage students to bring personal water bottles that are easily identifiable.
- Minimize usage of lockers.
- Minimize sharing of supplies.
- Utilize voice, text, or electronic communication as often as possible to communicate within the building and decrease hallway traffic.
- Utilize staff lounge areas for work purposes only.
- Eliminate activities that encourage sharing and congregating (especially the sharing of food or supplies).

Hygiene and Sanitation

- Establish a process for immediate handwashing or the use of hand sanitizers prior to school building entry.
  - Although hand sanitizer can be used, handwashing is the preferred method if available.

- Plan to wash or sanitize hands once every 2 hours or at the entrance or exit of classrooms.
- Schedule bathroom breaks to discourage multiple groups congregating.
  - Allow increased time for proper handwashing.
- Increase access to hand sanitizer or hand washing stations throughout the facility.
- Designate time to disinfect commonly used surfaces throughout the day.
- Place signs in bathrooms with proper handwashing procedures.
- Eliminate outside food or activities that encourage sharing and congregating.

Athletics and Other Activities

District administration will follow the CDC, TDOH and TSSAA recommendations for resuming athletics and other activities. Administration will continue to monitor and update CCS' plan as needed. COVID-19 Operating Plan for Activities and Athletics

School Counseling

- Counselors will work with building level administrators to provide support for students and families through individual and/or small group counseling and classroom presentations.
- The following character development programs are available to our students:
  - Second Step - Grades K-5
  - Life Skills - Grades 6-12
  - Why Try - Grades 6-12
- All Cleveland City Schools will be implementing Capturing Kids Hearts to improve schoolwide culture and improve student and staff relationships.
- Student leadership programs in each building will continue to be used to allow students to have a voice.
- On-line student surveys will be developed and administered in grades 3-12 to get feedback from students about academic and social needs. School counselors will have access to the results and will be able to address student concerns. In grades K-2, school counselors will work with students during the reunification process to address any concerns students may have.
- Counselors will be available to meet virtually or over the phone with students during intermittent closures. There is a collection of resources, activities and counselor created lessons that students can use during that time.

BUILDINGS and OPERATIONS

Cleveland City Schools encourages all members of our school community and visitors to our campus to practice safe social distancing, exercise proper personal hygiene, and wear appropriate personal protective equipment. However, please be advised that anyone choosing to voluntarily enter campus does so at their own risk and acknowledges that Cleveland City Schools cannot guarantee a virus free campus or warrant the protection of any visitors to campus from the coronavirus.

Visitors on Campus (CCS Policy 1.501)

Depending on the physical configuration of the school's entrance, visitors and parents will be met at the front entrance of the school. The schools will not be open for visitors to enter unless permission is granted by the principal.

Facilities and Common Spaces

- We will review the school buildings, look into space options, and reconfigure layouts to consider the following: When feasible,
  - Students should be sitting six (6) feet apart.
  - Students should be facing in one direction.
  - Gathering places should be marked off and/or reconfigured for social distancing.
  - Playgrounds will utilize social distancing standards and be sanitized daily.
- Halls/bathrooms should be monitored.
- Bathrooms will be attended throughout the day to make sure they are clean and stocked.
- Hand sanitizer and disinfectant wipes will be provided in the offices and classrooms for the use of both the employees and students.
- The buildings will be cleaned and disinfected daily.
- The school buses will be disinfected twice daily after each run.
- Signage of the above statement will be provided and installed by the operations department at each school entrance. The principals of the individual schools will post signage giving special directions for entry and use of their school.

TRANSPORTATION

In the event there are not enough drivers to cover the bus routes the parents of students riding the affected bus routes will be notified by phone as soon as possible in the morning before the buses are scheduled to leave. Parents need to be prepared to transport their children to school in the event school bus drivers are absent.

Bus Protocols

- The bus routes will run using the regular bus stops and at regular bus capacities. The route times will be adjusted to accommodate the differing schedules of the schools due to changes in start times because of the COVID situation.
- Bus drivers and monitors MUST wear masks while on the bus.
- Students are encouraged to wear masks on the school bus.
- Monitors must wear gloves and use them appropriately.
- The seat immediately behind the driver will be left vacant to provide social distancing for the bus driver.
- Hand sanitizer and sanitizing wipes will be available on each school bus.
- Special needs students will have their temperatures taken before boarding the bus. In the event a student has a higher than normal temperature the parents will be asked to keep the student at home per the established medical protocols.
- Student temperatures will be taken upon disembarking from the bus at school.
- Students will be loaded starting from the back of the bus and disembark in an orderly fashion starting at the front of the bus.
- Students will have assigned seats in the event contact tracing is needed.
- All students riding the bus must be registered in PowerSchool SIS or they will be denied access to the school bus since we must account for every student.

CHILD NUTRITION

Safety & Screening

- Temperature checks and an Entry Checklist daily for employees upon entry of the buildings. If temperature is 100.4 or higher follow district protocols.
- PPE (masks, gloves, & disposable aprons) worn on the serving line. Masks are to be worn anytime past the serving line into the school.
- Marking floor for traffic flow and social distancing.
- Write a procedure for "Exceptional Circumstance Service" including all Standard Operating Procedures (SOPs) that need to be covered bi-weekly (Washing Hands, Glove usage, Use of thermometers, Employee Health & Personal Hygiene, Cleaning & Sanitizing Food Contact Surfaces, Holding Hot and Cold TCS {Temperature Control for Safety} Foods, & Transporting to Remote Sites).
- Moving meal service to a remote site if there is a need to shut down a kitchen.

Meal Service

All disposable materials used to serve and designated areas will be set by district office and principals.

- Grab-N-Go Breakfast - Served on carts or through serving lines and eaten in designated areas. "Offer vs. Serve" can be accommodated using this model.
    - CMS will still serve Breakfast in the classroom.
    - CHS will use the Grab-N-Go Breakfast model described above.
- Lunch - Served in the serving lines and eaten in designated areas. This accommodates "Offer vs. Serve" reducing food and financial waste.
- Meal counting will be of the utmost importance with all scenarios.
    - Tick marks used for Breakfast in school buildings
    - POS and student ID numbers used at lunch in school buildings
    - System Rosters used for all other scenarios. It will be necessary to train any staff members that are helping to deliver on buses or at pick-up sites.
- *In the event of a school or system closure for more than five days - meals will be pre-bagged and delivered on buses or available for pick-up.
    - *School closure - breakfast & lunch delivered together

- Elementary bus routes would run approximately 30 minutes later than normal. Car pick-up allowed through designated lanes from 9:00 am to 10:00 am.
- CMS & CHS bus routes would run approximately 1½ hours later than normal. Car pick-up allowed through designated lanes from 9:00am to 10:00am.
  - *System closure - breakfast & lunch delivered together
    - All bus routes pick-up at designated schools (Blythe-Bower, Candy's Creek Cherokee, Stuart, Yates, & Cleveland Middle School) and start delivery at approximately 10:00am on Mondays and Wednesdays serving multiple meals.
    - Pick-up sites will be open for service from 10:00am to 1:00pm on Mondays and Wednesdays serving multiple meals including: Blythe-Bower, Candy's Creek Cherokee, Mayfield, Yates, & Cleveland High School.

Communication

All changes in food service will be communicated through CCS social media accounts, website, and local media outlets as necessary.

*Indicates USDA waiver necessary for feeding model and already in place.

HUMAN RESOURCES

Staff Survey Results (683 Participants)

Over 98% of the Cleveland City Schools employees indicated that they planned to come back to work for the 2020-2021 school year.
1) All of those not returning were for reasons that were not related to COVID-19.
2) Staff had concerns about the following items:
   A) Health and Safety Protocols
   B) Health of their Family Members
   C) Instructional Expectations

Highlighted Board Policy

1.8011- Emergency Closing (Essential Personnel)
5.1151- Telework During Emergencies
5.3051- Families First Coronavirus Response Act Leave (Until December 2020)
5.602- Staff Time Schedules

For any questions related to personnel policy, please contact Human Resources.

Rhonda Weeks- Phone- (423) 472-9571 extension 2003; Email- rweeks@clevelandschools.org
Kelly Kiser- Phone (423) 472-9571 extension 2024; Email- kkiser@clevelandschools.org

Staff Health and Safety Protocols

Cleveland City Schools Faculty and Staff

Screening Procedures

- Upon arrival, CCS Personnel should report daily to the Principal Designee for temperature screening.
- Individual staff members are responsible for recording results and screening for other symptoms using an entry checklist *.
  - This is time-stamped and shall be recorded before reporting to classroom or office space.
  - Any temperature greater than 100.4°F indicates the individual should isolate and immediately contact the building level administrator. Follow-up with a physician for appropriate screening

is required.
- Remain aware of individual well-being throughout the day.
- Report staff and/or students to the nurse that you feel may be experiencing signs/symptoms of COVID-19.
- Nurses may perform temperature screenings and/or evaluations any time throughout the school day on staff and/or students.

Personal Protective Equipment (PPE)

- At minimum, a face covering must be worn when a distance of six (6) feet cannot or will not be maintained.
  - Use tape or other physical indicators to designate appropriate distance within the classroom and/or office.
- Utilize hand washing station or hand sanitizer upon entry to the building and at multiple times throughout the day.

Return to Work CDC Guidance

I think or know I had COVID-19, and I had symptoms:
1. You can be with others after 3 days with no fever <u>and</u>
2. Respiratory symptoms have improved (e.g. cough, shortness of breath) <u>and</u>
3. 10 days since symptoms first appeared

Depending on your healthcare provider's advice and availability of testing, you might get tested to see if you still have COVID-19. If you will be tested, you can be around others when you have no fever, respiratory symptoms have improved, and you receive two negative test results in a row, at least 24 hours apart.

I tested positive for COVID-19 but had no symptoms.
If you continue to have no symptoms, you can be with others after:

- 10 days have passed since test

Depending on your healthcare provider's advice and availability of testing, you might get tested to see if you still have COVID-19. If you will be tested, you can be around others after you receive two negative test results in a row, at least 24 hours apart.

If you develop symptoms after testing positive, follow the guidance above for "I think or know I had COVID, and I had symptoms."

I have a weakened immune system (immunocompromised) due to a health condition or medication. When can I be around others?

- People with conditions that weaken their immune system might need to stay home longer than 10 days. Talk to your healthcare provider for more information. If testing is available in your community, it may be recommended by your healthcare provider. You can be with others after you receive two negative test results in a row, at least 24 hours apart.

If testing is not available in your area, your doctor should work with an infectious disease expert at your local health department to determine if you are likely to spread COVID-19 to others and need to stay home longer.

For Anyone Who Has Been Around a Person with COVID-19:

It is important to remember that anyone who has close contact (WITHIN 6 FEET FOR 15 MINUTES OR GREATER) with someone with COVID-19 should stay home for 14 days after exposure based on the time it takes to develop illness unless wearing PPE.

Staff Schedules

Licensed Staff

The workday for full-time licensed and professional staff will be a minimum of seven hours and thirty minutes and will continue until professional responsibilities to the student and the school are completed. Administrative meetings, curriculum development, student supervision, assigned duties, parent conferences, group or individual planning and extra-curricular activities may require hours beyond the stated minimum.

NonCertified Staff

Work schedules for other employees will be defined by the Director of Schools or his/her designee.

Staff Travel to Countries with Level 3 Travel Advisory

Employees should inform their supervising administrator, before returning to work sites

via phone, if anyone in their household has traveled to areas outside of the United States with CDC Level 3 travel advisories or travel health notices for COVID-19. The CDC may recommend a 14-day quarantine, and this should be coordinated through a supervising administrator.

Substitute Teachers

Based on surveys sent out to substitute teachers, numbers of available substitutes will likely be quite limited due to COVID-19. Alternative and emergency plans to cover for sick or absent teachers will be necessary to even a greater degree than it has in previous years. All staff will need to remain flexible in order to provide appropriate coverage.

Virtual School Staffing Procedures

1) Based upon student enrollment projections and district staffing formulas, Human Resources will determine the number of educators to be reassigned from each existing school to the new school.
2) Once the staffing numbers are determined, an executive leadership team will visit each affected school to explain the required staff changes and the transfer process.
3) Initially, Human Resources will solicit educators who are willing to **voluntarily transfer** to the new school, subject to the following guidelines:
   a) The educator must have appropriate licensure for the new assignment.
   b) The educator must agree to remain in the new assignment for a minimum of two years if needed.
   c) The educator must not:
      i) Have a most recent TVAAS Growth Score of 1 or 2;
      ii) Have a most current TEAM Level of Effectiveness Score of either 1 or 2; or
      iii) Have a currently active Cleveland Teacher Assistance Plan (CTAP).
   d) If the volunteer meets all of the requirements above:
      i) Her/his transfer to the new school will be given priority consideration; and
      ii) Her/his preference of teaching assignment will be given priority consideration.
   e) If the number of qualified volunteers exceeds the number of available positions, the Director of Schools will make the final decision regarding transfers.

4) After all voluntary transfers have been placed, Human Resources will **involuntary transfer** educators to the virtual school based on the following guidelines:
   a) The educator must not:
      i) Have a most recent TVAAS growth score of 1 or 2;
      ii) Have a most current TEAM Level of Effectiveness score of either 1 or 2; or
      iii) Have a currently active Cleveland Teacher Assistance Plan (CTAP).
   b) The educator must have appropriate licensure for the new assignment.

c) If the educator meets all of the requirements above, she/he will be subject to involuntary transfer based on the following selection criteria:
    i) Program needs of the new school, including:
        (1) Specialized training or endorsement(s)
        (2) Diversity of staff (including experience, race, and/or gender)
        (3) Leadership potential;
    ii) Extracurricular needs of the new school;
    iii) Length of continuous service in the current school. (If all other factors are equal, the more senior educator will remain.)
d) An educator who is involuntarily transferred is not required to remain in the virtual school for more than one year. She/he may apply for any available transfer at the end of the first year at the new school.

ACADEMICS

The details listed within this section are to provide guidance related to the delivery of academics within Cleveland City Schools. In the event of school closure, the district will follow a traditional, at-home learning plan. These days of learning will follow the approved CCS Academic Calendar. The district will utilize the website, www.ccsathomelearning.com, to communicate updated learning resources for traditional, at home academic days.

As stated within the Tennessee Department of Education Reopening Guidance Document, "*the state and/or individual districts may need to close schools again or implement social distancing procedures that adjust the way schools are run. This will impact the ways in which schools are able to deliver high-quality academic programs for all students***".**

Master Schedules/ Specials and Related Arts Classes

As schools reopen, individuals who work on creating master schedules will face challenges that have not been encountered prior to the pandemic. Schools will continue to focus on developing a schedule that emphasizes core instruction along with identified interventions. Along with traditional intervention needs, educators will need to address skills and standards missed during students early departure from school in the Spring of 2020. While it is important to address the standards from a previous grade level, the main focus of the 2020-2021 school year needs to maintain a strong emphasis on current grade level standards.

Administrators will want to consider how to address Related Arts/Specials classes within the master schedules. Elementary classes such as art, music, library, physical education, and technology may need to be scheduled within the self-contained classroom. By scheduling these classes in this manner, schools can control the number of common areas and touchpoints for cleaning. Secondary level elective classes pose more of a challenge in conducting lessons in a traditional classroom space. Equipment and materials within these classrooms may prevent alternative solutions to schedules. In this case, classroom teachers and other staff members will need to create protocols within the classroom to control the spread of infectious diseases. Many of these

classrooms may be larger in space or have smaller class sizes. In this case, teachers will need to enforce social distancing.

For lunch periods, seating capacity within cafeterias will be limited to 50% or less. With this in mind, students may need to eat in classrooms or in another alternative location. For breakfast, students will grab a breakfast as they enter the school and take it to their classroom.

Learning Spaces

Cleveland City Schools understands the importance of implementing mitigating factors to reduce the spread of COVID-19. Schools will encourage temperature checks, hand sanitation, and mask usage when social distancing is not applicable. However, while students are within the classroom space, Cleveland City Schools will not be able to guarantee students will remain at a six (6) feet distance. Due to a reduced distance between students within a class, students may wear masks, if they so choose. Teachers will wear a face covering when a distance of six (6) feet cannot or will not be maintained. In the classroom, teachers will use painter's tape or other physical indicators to designate appropriate distance within the classroom and/or office.   More frequent hand washing or hand sanitizer usage should be given in early grade classrooms.

Normal classroom activities (partner or group work, classroom movement around the room to address needs, etc.) have the potential for students to come closer than six (6) feet. Teachers will organize classrooms to provide some distance between students; however, the physical classroom size may prevent students from sitting at least six (6) feet apart from one another. In classrooms such as science labs, art rooms, or other areas that use tables for student seating, staff should ensure that seating assignments allow for appropriate social distancing and/or frequent disinfecting.

Many classrooms have extra pieces of furniture (reading bean bags, rugs, etc.) that may increase the risk of carrying or spreading germs. Teachers need to take an inventory of their classrooms and reduce these potential virus carriers. It is recommended that the carpet spaces used for morning meetings and reading/writing mini-lessons, learning centers and shared "play" spaces be removed from or adjusted within classrooms. The educator team may also consider removing excess furniture in the classroom (and other items) that may cause challenges to spreading desks apart to ensure appropriate

distancing for students assigned to a classroom. Each school should have storage solutions in place for extra furniture.

The Tennessee Department of Education outlines guidelines for arts classes. *"Arts classrooms, theaters, studios, music rehearsal halls, and other types of arts-specific learning spaces are typically designed for specialized use by arts programs. Many spaces are designed with secure storage for course-specific materials and equipment. Districts should consider ways to minimize transitions by large numbers of students in and out of arts spaces and consider in classroom arts where possible to minimize student movement. Arts educators should be involved in planning and decision-making to develop appropriate cleaning procedures for any class changes that follow current CDC guidance. Schools that offer individualized music, dance, or other types of one on-one or small group lessons presented by a certified arts educator or an external arts provider, should designate appropriately sized spaces that can safely accommodate participants using social distancing guidelines."*

Student Movement

As schools open, school administrators will want to find ways to limit or strategically reduce student movement inside a classroom and in common places. A reduction in movement from room to room is another mitigating factor schools can implement.

Elementary Schools

Elementary students often do not move between classes and receive most of their instruction from one teacher. However, students move frequently within the classroom. As a first priority, the educator team should consider how much movement within a classroom is manageable, how cleaning procedures will occur as students move through the classroom, and how the teacher will ensure social distancing as activities change in the classroom.

Middle School

Middle school schedules often require students to move seven to eight times in one day. The educator team should review master schedules and consider reductions in the number of class changes and hallway interactions that might be scheduled during the day. It is not feasible to manage disinfection of classrooms

or social distancing with the amount of movement in a traditional seven or eight period schedule. As hallway engagement will be challenging to manage related to social distancing, master schedules may also need to reflect reduced classroom movement of students to moderate passing in hallways. Middle schools should also consider the equipment needed for each course, or if all coursework can be completed digitally in a one-to-one setting. It may not be practical to keep students in one classroom if the teacher needs specific materials and might need to disinfect any necessary materials between classes.

High School

It is recommended that an educator team review high school schedules to consider reducing class changes, keeping students stationary (moving teachers for core content areas), and minimizing travel through hallways. Additionally, the school may want to consider outdoor walkways, outdoor classrooms, and outdoor eating spaces if available and the weather is appropriate. If students will continue to move between classes, staff should consider one-directional walkways and/or staggered class changes and schedules for different cohorts of students.

Materials

The Tennessee Department of Education shares insight on classroom material usage at the elementary, middle, and high school levels. Teachers and staff members need to consider ways to limit the shared usage of materials, classroom sets of books, and other hands-on resources. Supplies intended for multiple uses need to be disinfected on a regularly scheduled basis to help prevent the spread of infectious diseases. More detailed information can be found at https://www.tn.gov/content/dam/tn/education/health-&-safety/Academics.pdf.

Libraries

Generally speaking, school libraries serve an important purpose in schools and should remain open. Some strategies for keeping a library open while still aligned to COVID-19 safety protocols are identified by the International Federation of Library Association. Schools will want to reduce the opportunities for groups meeting in large common

areas. Librarians will want to organize book distribution in a controlled manner. Libraries should maximize the usage of digital library resources as an alternative to book checkouts. The local public library is open to creating a digital partnership with students in Cleveland City Schools.

Field Trips

Field trips are an important aspect of a student's educational experience. Cleveland City Schools is proud to have offered a variety of local, state, national, and even international cultural experiences over the years. It is the goal of the district to resume field trip experiences at a later date. However, for now, field trips will be suspended indefinitely for the 2020-2021 school year.

After-School Programming

After-school programs and evening events will be limited in nature as school resumes. The district will monitor the spread of the virus and consult with the local health department to determine appropriate guidelines for activities occurring beyond the regular school day. Cleveland City Schools will continue to partner with the YMCA for after-school youth programs. The YMCA will follow building and cleaning protocols established by the district.

Connectivity during At-Home Learning Days

Cleveland City Schools will continue to issue Chromebooks to students enrolled in the traditional school setting at grades 6-12. In addition, Cleveland City Schools plans to issue Chromebook devices to students in Grades 3-5 during the fall of 2020. While these elementary school devices will be issued for students to use at school, these devices may be issued for at-home use if schools transition to a traditional, at-home learning environment. The district will continue to make school parking lots and mobile bus units available for Internet access during the closure of the school buildings. Also, the district will partner with other community agencies to improve wifi connectivity across the City of Cleveland (i.e., libraries, local businesses, and churches).

Assessments

Beginning of the year assessments will be given to students during the first three weeks of school. These assessments will provide quantitative feedback on students' understanding of key standards taught on or below the current grade level. Teachers will utilize the initial test results to drive instruction during the 2020-2021 school year. Follow-up assessments will be conducted mid-year and at the end of the school year.

Currently, state tests will be administered at the end of courses in grades two through high school.

At-Home Learning Standards Calendar by Week

Cleveland City Schools will provide access to a core curriculum pacing guide that will be based on the approved Academic Calendar Year. This guide will provide an outline of lessons and standards by week for teachers and students to access in case traditional, at-home lessons need to be implemented. These guidance documents will be accessible on the ccsathomelearning.com website.

At-Home Learning Daily Schedules

During the month of July 2020, Cleveland City Schools' academic team, with input from teachers, will establish a daily schedule template for at-home learning activities. This schedule will provide students and families with suggested times teachers will provide lessons, resources, and support during a regularly scheduled school day. Teachers will be responsible for delivering scheduled lessons during at-home learning academic school days. Likewise, students will be responsible for accessing the daily lessons and completing assigned work.

Paper Packet Distribution during At-Home Learning

When the district is closed for a week or longer, the administrative team will help produce printed materials for students who do not have connectivity access. An early inventory during the first month of school will provide teachers an indication of the number of printed packets during the closure of school buildings. In case of a single

school shutdown, teachers will assist with providing copied learning packets for students who do not have connectivity access.

Spring 2020 Infusion of Previous Grade Level Key Lessons

In the Spring of 2020, K-8 teachers in Cleveland City Schools created standards-based video lessons for the 2020-2021 school year. The intent of the lessons is to provide resources to close the gap potentially created due to students being out of school for the last quarter of the 2019-2020 school year. In addition, these video lessons will be utilized as part of the Cleveland City Schools continuing learning plan during the 2020-2021 school year. If schools in Cleveland City close due to the spread of infectious disease, teachers will have access to the district grade level videos to share with students during the traditional, at-home learning. The grade level, standards-based video lessons will be organized according to the weekly standards identified on the grade level curriculum pacing guides.

High school teachers will utilize the Learning Management System known as Canvas to organize lessons and provide standards-based lessons in the event of a school closure. These lessons will be delivered following the course syllabus and pacing guides developed by each department at Cleveland High School.

Grading

Student grades and progress will follow typical quarterly reporting periods along with the mid-quarter reporting periods. Students in elementary school will be graded on a standards-based grading scale. Students in middle school and high school will continue to be graded on the uniform grading scale: A, B, C, D, F. These grading scales will also be used for Virtual School of Cleveland students.

In the event that school is closed due to the spread of infectious disease, teachers will continue to provide assignments through at-home learning routines established at the beginning of the school year. Teachers will utilize various methods to gather academic progress and feedback to determine grades. Students will be held accountable for work assigned during the traditional, at-home learning period.

VIRTUAL SCHOOL

For students who may have a need for an alternative to the preferred option of a traditional setting, Cleveland City Schools will offer enrollment into the Virtual School of Cleveland. Students who enroll in this program must be prepared to remain enrolled in the program for the duration of the school year.

Enrollment Period

Families will have the opportunity to enroll in the Virtual School of Cleveland between July 8 - 22, 2020. The district will register students online through PowerSchool. Online registration will be closed after July 22. Students who are City of Cleveland residents will be given priority to available spaces. Enrollment should not exceed 300 students, which is approximately 5% of the district's student enrollment. Virtual school registration will open back up during the week of August 10-14 on a space available basis.

Staffing

Cleveland City Schools will staff the Virtual School of Cleveland with a Coordinator, three BLADE Facilitators, and certified teachers at each level of instruction: elementary, middle, and high school. The number of certified teachers will be determined during July based upon enrollment.

Curriculum

Cleveland City Schools will utilize CARES Act Funds to purchase virtual school curriculum from Florida Virtual School. These courses will provide the foundation of the self-paced lessons. In addition, CCS teachers may provide other supplemental standards-based resources to complete the coursework required by the district.

Student Attendance and Grades

Students enrolled in the Virtual School of Cleveland will be required to adhere to required attendance and grading policies set for all students in the district. Attendance and academic progress will be monitored and recorded by the virtual school teachers on a daily basis.

Mission

The Virtual School of Cleveland will meet the diverse academic needs of students in the city of Cleveland through an innovative and flexible technology-based environment that encompasses rigorous and engaging content.

Virtual School

The Virtual School of Cleveland is a rigorous, comprehensive academic program designed for online completion and aligned to the Tennessee State Standards. Each course is taught and monitored by a certified Cleveland City Schools teacher. All courses are completed at home and are self-paced.

Eligibility

- Any current Cleveland City Schools student (K-12)
- Students with access to reliable internet service
- Students with access to laptop or computer
- Students outside of Cleveland City Schools willing to pay tuition (if space is available)
- Year-long commitment

Requirements

- Weekly "attendance"
- Measurable progress in all coursework
- Regular check-ins with course instructor
- District and state assessments conducted on site
- Completion of all courses by designated time (semester and/ or end of the year)

Enrollment

- Current CCS students must complete returning student online registration July 8-22 and indicate virtual school as your preference
- Students new to Cleveland City Schools must complete new student enrollment at clevelandschools.org

*Enrollment in Virtual School of Cleveland should not exceed 300 students
**Parents who do not complete online registration by July 22 will have their student(s) automatically enrolled in our traditional program

For More Information Contact Cliff Eason at 423-339-2664

INTERVENTIONS

English as a Second Language Services

Screening and Identification

Students participating in both the Cleveland City Schools Virtual School and Cleveland City Schools in-person school will continue to be screened for identification as English Learners and served appropriately according to [Tennessee State Board ESL Policy](#) as well as [Guidelines from the U.S. Department of Education for serving English Learners during the COVID-19 Outbreak.](#)

Individual Learning Plans

All English Learners in both the virtual and in-person programs will have Individual Learning Plans (ILPs) based on English Language Proficiency data that will outline specific learning goals in accordance with WIDA standards along with appropriate modifications and accommodations.

Staffing

The Cleveland City Schools ESL Supervisor in conjunction with the Director of Human Resources will make adjustments as needed to staff assignments in order to best provide services to English Learners participating in both virtual and in-person learning.

In the event that in-person learning must transition temporarily to online learning, English as a Second Language services will continue in a manner that is consistent with all other district instruction.

Scheduling of Services

English as a Second Language teachers will collaborate with the district ESL Supervisor and building level administrators and teachers to determine

scheduling, type of services, special considerations for students needing additional interventions, and the needs of students who are dual certified as ESL and SPED.

Professional Development

Cleveland City Schools will continue ongoing professional development in WIDA Standards for all teachers of English Learners which will be delivered in a variety of formats both during and after the regular school day. Both teachers providing instruction for the virtual school and the in-person school will participate in this professional development.

Health and Safety

Health and safety protocols for ESL students and staff will be maintained at all times in accordance with district policy, and the ESL Department will work with district level administrators and building level principals to make any needed adjustments to procedures related to the delivery of ESL instruction in order to adhere to these protocols.

Special Education Services

Evaluations and Referrals

Evaluations that were in progress prior to school closures and during school closures have allowable timeline extensions. All evaluation criteria and eligibility guidelines are still required.

Individual Education Plans (IEPs)

Annual IEP reviews have been maintained throughout the school closure to using alternative means of meeting participation, such as video conferences and conference calls. Virtual IEP meetings will continue to be the preferred method of IEP meetings. However, in person meetings can be scheduled by appointment as long as the team adheres to health and safety guidelines.

Delivery of Services

Students will receive both direct and related services as prescribed by the IEP. Students who leave the classroom to receive individualized or small group instruction will transition individually or escorted by an adult to maintain social distancing and safety protocols. One-on-one and small group settings will utilize mitigation strategies such as spacing, barriers, face shields, etc. **If the only change to a student with a disability's educational services is that they will be provided virtually rather than in person (but the type and amount of services otherwise remain unchanged), an IEP team meeting is not required, and no changes need to be made to the IEP.**

Regression and Recoupment

Decisions regarding regression and recoupment and the need for compensatory services are determined individually and must be based on empirical, qualitative, and predictive data. The need for compensatory services cannot be based on availability of staffing and programming. When considering regression, determine the student's baseline performance across all developmental areas using sources of information obtained prior to or soon after school closure.

Medically fragile students

The IEP team will be responsible to tailor an individualized plan for students who have pre-existing conditions that may compromise their immune systems or at a higher health risk related to coronavirus. This might include virtual instruction or homebound services.

ATTENDANCE and STUDENT INFORMATION

Enrollment and Registration Procedures

Parent Enrollment and Registration Options

- Online Option
    - Online window open from July 8th-22nd
    - Section added for Traditional In-Person/Virtual School choice
- Paper Option
    - Kindergarten and New Student Paper Forms available online and at school buildings immediately
    - Returning student paper forms will be distributed during Reconnection Week to students that did not complete the online process and returned to schools for entry

District/School Processing

- Traditional In-Person
    - Use existing procedures
- Virtual School
    - Records will be flagged and processed initially by the District Specialist
    - Upon approval, students will be delivered to PowerSchoolSIS at the student's zoned school

Student Attendance

Traditional In-Person

- Use existing procedures with the addition of the following
    - Absences with parent/guardian notes referencing COVID-19 exposure, testing, or symptoms will be marked excused beyond existing district and school procedures regarding maximums.

Virtual School

- Use existing procedures with the addition of the following:

- CCS teachers assigned to Virtual School students will verify 'attendance' each day by auditing online work and/or contact with the student/parent/guardian.
- CCS teachers assigned to Virtual School students will mark the student present using the state's new attendance code D-Distance Learning by the end of each school day
- Absences reported by parents/guardians referencing COVID-19 exposure, testing, or symptoms will be marked excused beyond existing district and school procedures regarding maximums for parent notes.

Student Scheduling and Grading

Traditional In-Person

- Use existing procedures

Virtual School

Elementary Schools

- Virtual School sections of the following subjects will be created and assigned to CCS teachers
  - English/Language Arts
  - Mathematics
  - Science
  - Social Studies
  - Art
  - Technology
  - Physical Education

Cleveland Middle School

- A virtual 'team' will be created at each grade level, with assigned CMS teachers being responsible as teachers of record

Cleveland High School

- A Study Hall section covering all periods will be created to house all Virtual School Students
- Individual sections of classes will be added to the ACT period with CHS teachers of record and students as needed

Grading

Grading will be done as additional sections in the Teacher's PowerTeacher Pro gradebook. Details about grading procedures will be handled by Curriculum & Instruction.

Student and Contact Information Updates

PS Enrollment New and Returning Student Forms

- Current contact information is displayed updated by parents/guardians prior to school online and delivered to PowerSchool SIS

Paper Option

- Paper enrollment and registration forms will be sent home via students, reviewed and updated by parents/guardians and returned to school
- School Administrative Assistants will ensure contact information is updated

Year-Round Update (Begins August 31)

- Parents are able to see current contact information through the Unified Classroom Parent Portal and submit changes
- School Administrative Assistants will monitor daily

State Reporting (ADM/ADA)

Academic Calendar Adjustment
- All calendar edits will be updated in PowerSchoolSIS and EIS
- Funding Reporting Periods will be adjusted

All students moving between Traditional In-Person and Virtual School will be reviewed first by the Department of Student Information to ensure full funding is retained.

State Testing

Traditional In-Person

- Use existing procedures

Virtual School

- Virtual School students will be expected to take any state test associated with enrolled classes
  - English/Language Arts - Grades 2-8, English 1, and English 2
  - Mathematics - Grades 2-8, Algebra 1, Geometry, and Algebra 2
  - Science - Grades 3-8 and Biology 1
  - Social Studies - Grades 6-8 and U.S. History
- Virtual School students will test at zoned schools on a schedule to be released at a later date

TECHNOLOGY and INNOVATION

New Student Device Readiness

Cleveland City Schools will receive 2,900 new devices (1,500 at CMS at 1,400 at elementary). This is a large undertaking during normal circumstances. Therefore, extra time will need to be allotted to account for ensuring proper mitigations are inplace to complete all necessary preparation of the new devices. All COVID-19 mitigations that are required for staff should be followed by those participating in readying new devices (whether Cleveland City Schools staff or vendor agent).

Cleveland City Schools has contracted white-glove services to ready the new devices on-site. Therefore, a vendor representative(s) from Central Technologies will need access to the facilities. Cleveland Middle School's devices will be set up at the middle school. All elementary devices will be delivered to Candy's Creek Cherokee Elementary school and should be set up there. Devices will need to be unboxed, inventoried (laptop and charger), tagged (laptop and charger), case applied, enrolled in the Cleveland City Schools domain, and shelved for deployment.

Student Device Deployment

Take-home deployments at Cleveland Middle School and Cleveland High School will not look like they have in the past. Schools should make plans in conjunction with the Director of Innovation to deploy devices in a manner that is conducive to protecting the health and safety of families and staff while ensuring fidelity to the process (e.g., proper paperwork must be completed and signed, annual usage charge must be collected, and devices must be appropriately assigned to the school in PowerSchool's device manager).

Student Equity

Cleveland City Schools must be acutely aware of ensuring equity among students in regards to access to technology and reliable home Internet. Educational leaders must consider whether mitigating solutions (e.g., at home learning solutions) affect students

equitably. Leaders should consider how students will connect to digital tools and access learning when making COVID-19 related plans and contingencies.

New User-Friendly Ticketing System for the Department of Innovation

The Cleveland City Schools Department of Innovation is happy to release its new ticketing system available at support.clevelandschools.org. Faculty and staff can navigate to this website to submit technology tickets and view up-to-date ticket status information. Once on the site, simply login with a Cleveland City Schools username and password. This system will allow for two-way communication through email and enable the user and the Department of Innovation helpdesk agent to chat about reported issues. This helps limit face-to-face contact while increasing the level of communication between the helpdesk agent and end-user.

Virtual School Technology Helpdesk Procedures

As in the traditional classroom, the first line of student support for technology issues should be the course instructor. If the issue needs escalated beyond what the teacher can support, the teacher can submit a support.clevelandschools.org ticket. Please keep in mind that the resources of the Department of Innovation staff is limited. Providing computer troubleshooting to students on non-Cleveland City Schools owned devices (e.g., personal laptop) beyond addressing issues with Cleveland City Schools' provided services (e.g., Canvas) are unavailable.

Community Devices and Technology Disinfection

Cleveland City Schools should eliminate non-essential use of communal technology resources. Therefore, computer labs and shared equipment should not be used by multiple people. When technology must be used by more than one person and cannot be eliminated, proper disinfection must occur between users. For example, the Raptor machine in the front office should be operated by one person when at all possible. When users must be switched, disinfecting between users should happen. Options include wiping down the computer keyboard, mouse, and other touch points with a germ-killing wipe (e.g., Clorox Wipes, Lysol Wipes, etc.) or using hand sanitizer before

and after usage. The use of "dinosaur" devices in the classroom should be avoided if more than one user would be assigned to the machine.

CDC recommendations for electronics, such as tablets, touch screens, keyboards, remote controls, etc.:

- Consider putting a wipeable cover on electronics.
- Follow manufacturer's instruction for cleaning and disinfecting.
- If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Dry surface thoroughly.

Additional Technology Resources

Cleveland CIty Schools Department of Innovation will need to consider options for expanding or putting into place new software that will help during these times. A committee will be formed to review options. However, preliminarily, options include:
- GoGuardian Teacher for elementary school teachers to monitor and control devices while in the classroom (this expands existing availability for 6th-12th grade teachers)
- GoGuardian Beacon which monitors for suicidal and self-harm indicators on laptops (mental health safety is a growing concern with the COVID-19 pandemic)
- Extending Canvas LMS licenses for users in the Virtual School of Cleveland.

Parking Lot Wi-Fi Access

Cleveland City Schools is pleased to announce that students now have more ways to connect to the Internet through outdoor access points located at Cleveland Middle School and Blythe Bower Elementary School. 3rd-12th grade students will be able to connect their district-provided laptops to access online resources, activities, and educational lessons provided by our outstanding teachers. Access will be available from the comfort and safety of students' cars in the parking lots of these two schools. The outdoor access points will be available from 8am-8pm each day. Students' district-provided laptops will automatically recognize and connect to the access points at Cleveland Middle School and Blythe Bower Elementary School when they are within range. Below are maps to identify the areas of each parking lot that has Wi-Fi coverage.

Cleveland City Schools Parking Lot Wi-Fi Access
Available to District-Supplied Student Laptops From 8am - 8pm Every Day

Blythe Bower Elementary School Parking Lot:
(Green Depicts Areas of Better Coverage)

Cleveland Middle School Parking Lot:
(Green Depicts Areas of Better Coverage)
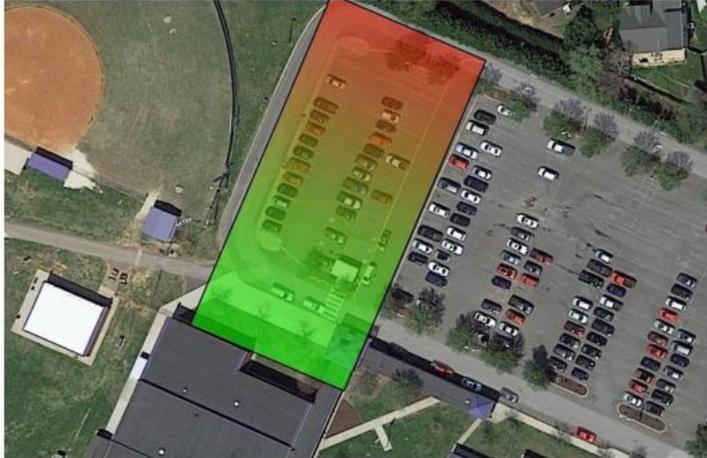
Free and Low-Cost Internet Options

Charter is offering free Spectrum broadband and Wi-Fi access for 60 days to households with K-12 or college students who do not already have a Spectrum broadband subscription. Installation fees also will be waived for new student households. To enroll in Charter's free-broadband program for students, eligible consumers must call 1-844-488-8395. Additionally, Charter said it will open its Wi-Fi hotspots for public use and continue to offer Spectrum Internet Assist, a broadband program to eligible low-income households delivering speeds of 30 Mbps. To find a free Charter Spectrum hotspot near you, search here:
https://www.spectrum.com/wifi-hotspots.html

AT&T expanded eligibility to "Access from AT&T" to households participating in the National School Lunch Program. This program provides up to 10 Mbps Internet Access at $10 a month. Additionally, AT&T is offering new "Access from AT&T" customers two months of free service. They will continue to offer internet access for qualifying limited-income households on the SNAP program at $10 a month through its "Access from AT&T" program. Visit www.att.com/access to apply for the program.

Please note: These offers are from third-party vendors and are not affiliated with Cleveland City Schools. These are provided here for convenience and Cleveland City Schools cannot guarantee any claims made by these providers.

Technology Resources:

- School Reopening Toolkit: Technology
- School Reopening Toolkit: Professional Development

BUSINESS/FINANCES

Cleveland City Schools must ensure that fiscal operations continue to monitor revenues and expenditures, both for the closing of the 2019-20 fiscal year and the beginning of the new year so that the financial stability of the district may be maintained.

- Review Budget and adjust based on reopening decisions
- Roll available account balances at June 30th into Fund Balance to offset projected revenue losses
- Review BEP estimates-final received in July
- Review potential reduction strategies such as a freeze on unfilled positions and expenditures that can be decreased with minimal impact on programming
- Use ESSER funds to offset additional expenditures due to COVID
- Review 5-year Capital Outlay Plan and Sales Tax Capital Projects Fund for potential delays in plans and expenditures
- Review expenditures that qualify for reimbursement through the Stafford Act facilitated through the Tennessee Emergency Management Agency
- Pursue additional grant opportunities as they become available
- Review current grants and revise to address new needs that arise
- Consider impact of school closures and funding on future years
- Maintain partnerships with local and state officials for updates on current practices and revenue projections